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ABSTRACT

The document presents the proceedings of a meeting convened to design a strategic plan for international education to be adopted by Pima Community College (PCC) (Arizona). The meeting's main objective was to position the college strategically in the international education marketplace and to define the term "international education" as it pertains to PCC. Successful program implementation requires infrastructure changes including: globalization of curriculum, success pathways for international students (i.e., Adult Basic Education, Intensive English Program, English as a Second Language), and the linkage of all the college's international strategic initiatives. The newly developed program's offerings will operate on two levels: (1) on the intercultural/multicultural level, the college offers or will offer various ethnic and multicultural studies courses, bilingual education, other language education, and English as a Second Language; and (2) on the international level, offerings include study abroad, faculty and student exchanges, fellowships, international studies, contract training and development, and globalization of the curriculum. The proposal outlines the program's implications for the following individuals and groups: (1) students; (2) college faculty, staff, and administrators; (3) local, national, and international business and industry, government and organizations; (4) local, national, and international education institutions; (5) nonprofit organizations; and (6) other countries who send students to PCC. (KS)

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Exemplary International Programs

Strategic Plan for International Education
Phase I August 1999

Introduction

College employees from all campuses met on December 4, 1998 for a daylong planning forum on International Education at Pima Community College (PCC). The thirty (30) participants, which consisted of faculty, staff, and administrators representing all five campuses and community members divided into planning sub-groups. The participants sought to position the College strategically in the International Education marketplace and to define the term "International Education" as it pertains to PCC.

The intended product is a draft plan, Phase I, which is to be submitted to the Chancellor's Cabinet for review and approval. Phase II will involve a designated lead campus developing an action plan and collecting baseline data to accomplish the Success Indicators. The following sections represent the perspectives of the forum delegates.

I. Environmental Scan

Contextual Environment

The contextual environment includes trends in the economy, socio-demographics, technology, politics, and moral/spiritual indicators.

Rapidly changing world economies mean that we cannot continue to rely on attracting students from only a few countries. Similarly, changing political climates and U.S. international policies affect student enrollment patterns. Contract training with other countries carries great potential. Technology and distance communications (i.e. Internet) are critical tools in attracting and enabling international education and training. Ideally, all participants would be sensitive to cultural and spiritual/religious beliefs.

Transactional Environment

The transactional or market environment includes students, suppliers, competitors, and business consumers.

- Students include: domestic, international, immigrants and refugees.
- Suppliers include: K-12, community at large, governments, religious institutions, service groups, youth exchange programs, domestic and international businesses, and other education institutions.Students themselves become points of referral.
- Brokers & Partners include: The American Council for International Intercultural Education (ACIIE), Community Colleges for International Development (CCID), Rotary Clubs, businesses, colleges and universities – both foreign and domestic.
- Media include: Aztec Press (student newspaper), staff and faculty bulletin, cable, e-mail, and the Internet; domestic and international community newspapers, radio, television, selected journals, and associations.
- Beneficiaries include: students, the community at large, colleges and universities, social service organizations, businesses, governmental and non-governmental organizations.
- Competitors include: other language schools, colleges and universities, web universities, on-line training sources, and other countries.

Transactional offerings operate at two levels: intercultural/multicultural and international. The intercultural/multicultural level entails: various ethnic or multicultural studies courses, bilingual education, other language education, and English as a Second Language (ESL). At the international level, the College offers, or can offer, study abroad, faculty and student exchanges, fellowships, international studies, contract training and development, and globalization of the curriculum.

Internal Environment

The College internal environment presents several challenges. Foremost is the need for cultural sensitivity for, and by, other cultures. This requires employee professional development, international inclusivity in our hiring

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processes, and effective services for international students. Positioning the College for international education requires visible support from College leadership; clear, supportive internal communications; and a customer-service approach that is timely and attuned to the needs of international students and clients. A new model is needed with infrastructure changes including: globalization of curriculum, as well as success pathways for international students (i.e. Adult Basic Education, Intensive English Program, English as a Second Language) and the linkage of all the College's international strategic initiatives.

II. Values Statement International

Education at Pima Community College, in its broadest sense, encompasses all efforts to link the College, its students and employees, to the world community of peoples, cultures, and nations. International Education contributes tangibly and intangibly to the community we serve, to the College, and to its multiple constituents.

International Education:

- Enables us to participate in the global economy, and world community.
- Helps us to see multi- or bilingualism as a community and a social asset, rather than as a deficit.
- Establishes relationships with peoples from other countries.
- Helps us to see ourselves through the eyes of others and helps others to see Americans in our ordinary humanness.
- Expands the vision of a community college to include our professional responsibility to assist our constituents to gain a better understanding and appreciation of, and sensitivity to other cultures.
- Contributes to world peace and democracy through enhanced personal understanding, partnerships, and friendships.
- Contributes to economic development by establishing contacts with business and industry, government and other organizations as potential revenue-producing partners for the College and the community.

III. Mission Statement for International Education

International Education is embedded in the mission and values of Pima Community College. We provide higher education, contract training, as well as strong support services to enhance international student success. International Education links our local community with the global community. It provides us with the opportunity to celebrate the benefits of global awareness and the cultural traditions of the people of the world. International Education enhances the economic, social and cultural welfare of our community.

IV. Guiding Principles

The mission of International Education will support the College's mission.

1. Partnerships that are developed with other countries will support the College's mission.
2. Providing quality and accessible, student centered programs, courses and services will be the primary focus.
3. Continuous improvement of programs and services, as well as the attainment of student success indicators is a driving force.
4. International Education will be a self-supporting entity of the College.
5. The Cabinet will designate a lead campus or District Central Office department to coordinate specific initiatives. The lead campus will have the responsibility for achieving the success indicators.
6. Components of the International Education program will exist on every campus.
7. District Educational Services will provide college-wide leadership and coordination for curriculum, program development and improvement.
8. West Campus Student Development serves as the home campus for the Office of International Education, Projects and Recruitment, as well as the Office of International Students. West Campus Student Development provides leadership and coordination as appropriate.
9. A research design will be utilized to determine the effectiveness of the International Student Success System of the entire program.

V. Stakeholder Needs Analysis

Stakeholders are individuals and groups who are interested in, have invested in, or are influenced by a given program or initiative. The following groups represent the major stakeholders for International Education at Pima Community College:

1. **Students – can be grouped into several categories:**

    - International or Foreign-born students (on student or other visas, immigrant status, or refugee

status) who come to PCC for the purpose of:

a. learning English
b. learning English and occupational skills
c. preparing for university transfer
d. taking specific programs or courses

- Domestic or U.S.-born students who will:

a. remain in the U.S. and interact with international students only in the U.S.
b. participate in travel or study abroad programs, or work in other countries.
c. participate in specific courses that offer international travel opportunities.

International Students
The College will expand its International Education Program to enhance educational options available which may include:

- Intensive English
- English as a Second Language
- Workplace English
- Life skills and culture
- Specific occupational skills
- Academic transfer

International students need a comprehensive student success system which shall include:

- admission services
- orientation
- assessment & placement
- advising
- registration
- campus activities
- assistance with housing location and daily living issues
- tuition deferment program
- visa information
- health insurance

Domestic or U.S. Born Students
Domestic or U.S.-born Students need to understand that diversity and multilingualism are workplace assets. Students need to learn that we are living in a global community, and that it is therefore necessary to gain a better understanding of the global world. The college needs to provide travel and/or study abroad opportunities. The College needs to provide travel guides that discuss language, culture, and safety/risk information.

2. **College Faculty, Staff and Administrators**
These groups need to be continually informed about international education programs and services. need to be involved in continually learning more about other cultures in order to gain a comprehensive understanding of, and sensitivity to the global world. The College needs to offer more opportunities to interact with peoples from other countries. The College curriculum needs to be "internationalized" or "globalized," and employees need to be open and accepting of diversity including international diversity. College employees need to understand and learn more about the benefits, or the "what's in it for me," relative to International Education.

3. **Local, National and International Business and Industry, Government and Organizations**
These organizations need to know how PCC can serve them. Potential services and programs include:

- Language training

- Language assessment
- Interpreting/translation services
- Curriculum development
- Training for trainers
- Relocation services and training
- Seminars/workshops regarding cultural differences and adaptations

The College must help our community understand the economic value which PCC places upon its international students, and its domestic students studying abroad. We need to develop more partnerships in order to promote the College as an international resource. Tucson can be an ideal location for international meetings, (i.e., the conference on Expanding Rotary in Russia and the Newly Independent States). Not infrequently, multinational corporations or local businesses need contract training when they bring employees from abroad to work in Pima or Santa Cruz Counties. The same corporations need relocation services for new employees and their families. These corporations also have employees that may need training and continuing education.

4. **Local, National, & International Education Institutions--K-12, Private, Higher Education**
   PCC needs to expand its use of technology with the international arena. PCC needs to create partnerships with other local, national, and international education institutions for the sake of positioning itself and the Greater Tucson area and the State of Arizona, in the field of International Education.

5. **Nonprofit Organizations**
   Local and international nonprofit and service organizations need to know what PCC can provide in international education. Youth exchange organizations and their international students, in particular, need to know about the affordable quality of higher education provided by PCC.

6. **Other Countries Who Send Students To PCC**
   PCC needs professional and effective promotional and recruitment materials. Embassies and other international organizations need to be queried regarding their interests and needs which includes the academic progress and success of their students. Many embassies are very interested in the PCC Student Success System especially assessment, placement, and retention. The College must respond to these interests and needs.

VI. Proposed Strategic Directions

The College will systematically pursue the following strategic directions to better position itself in international education.

These strategic directions include a Chancellor's Cabinet designated lead campus and/or District Central Office (DCO) department, that has college-wide coordination responsibility. The lead campus or DCO department will be responsible for developing and implementing the plan of action and determining indicators of success.

1. **International Contract Training** *Lead - Community Campus*
   Offer expanded contract training opportunities to local, state, national and international business & industries, and governmental entities particularly in International Business, language and cultural preparation/adaptation. Training opportunities may be brokered by Community Campus to specific campuses.

   Indicators of Success:

   - Baseline data is established in 1999-2000.
   - Plan of action is developed in 1999-2000.
   - International contract training is increased by 3% each year beginning in 2000-2001.

2. **Language Institute** *Lead - Downtown Campus (Offsite - Community Campus)*
   Develop the Language Institute into a "one stop shop" for language services and language/culture training needs for individuals and organizations. To respond to an immediate community need, the initial focus will be on Spanish and English as a Second Language for professional development and skill development. Additional language services will be added as demand increases.

   Indicators of Success:

- Plan of action is developed in 1999-2000.
- Baseline data is established in 2000-2001.
- Enrollment in Language Institute courses and programs will increase by 3% per year beginning in 2001-2002.
- Expand components of the Language Institute in 2001-2002.

3. **Global Awareness** *Lead-DCO - Department of Educational Services*
Promote global awareness through infusion into existing and new courses and programs as well as provide professional development opportunities.

Indicators of Success:

- Plan of action developed in 1999-2000.
- "Global awareness" philosophy statement and values are clearly evident in all College materials by 2000-2001.
- International/global competencies are included in selected courses.
- Diverse student learning styles and teaching styles and cultural sensitivity/awareness are integrated into the faculty academies and other professional development opportunities.
- Global awareness student activities are a part of the Student Life program at all brick and mortar campuses by 2000-2001.
- Professional development opportunities for faculty and staff that promote global awareness and cultural sensitivity/awareness are increased by 2000-2001.

4. **ESL Program For International Students** ***Lead - West Campus working with DTC and CC***
An ESL program for international students will be developed with input from ESL faculty. ESL program international students will be responsible to needs and provide quality, affordable and accessible ways to achieve their educational goals. International students are the focus, not native or immigrant students needing ESL; connections and interface with all components of ESL are required.

Indicators of Success:

- Plan of action is developed in 1999-2000.
- Baseline data is established in 2000-2001.
- Accelerated Intensive English program coursework is developed and implemented to meet the needs of international students by 2000-2001.
- Enrollment in courses increase by 3% each academic year beginning in 2001-2002.
- Class offerings via alternative learning modalities will be expanded in 2001-2002.
- A marketing plan for ESL courses and programs for international students is developed and implemented in 1999-2000

5. **International Student Success System** ***Lead - West Campus***
An International Student Success System, which is a component of the College's overarching Student Success System, will assist students in attaining their educational goals. Professional development opportunities will be offered to other campuses as needed related to specific International Support Services.

Indicators of Success:

- The International Student Success System Action Plan is developed and implemented in 1999-2000.
- Baseline data is established in 1999-2000.
- A Strategic Enrollment Management Plan is developed and implemented for International Students in 1999-2000.
- 95% of all F-1 International Students participate in the International Student Success System in 2000-2001.
- 85% of all F-1 students meet the College's "Standards for Academic Progress" in 2000-2001.
- Enrollment of F-1 International Students increases by 12% in 1999-2000 and again in 2000-2001.

6. **Cultural Enrichment Programs** *Lead - All campuses and DCO - Department of Educational Services*
Cultural enrichment programs will be developed and implemented to provide global learning and teaching opportunities. These shall include:

   1. Student Life/Cultural Enrichment - DCO - Educational Services & all campuses (all brick and mortar campuses will have student activities that enhance and promote internationalization/ globalization).

   2. Study Abroad & Exchange Programs - West Campus Lead

      - Arizona Consortium for study abroad
      - Student and faculty exchange programs and fellowships
      - Credit and non-credit academic program partnerships with international higher education institutions

   3. Specific Academic Courses - DCO - Department of Education Services and all campuses Courses will provide international travel opportunities.

   Indicators of Success:

   - Plan of action is developed and implemented in 1999-2000.
   - Participate in the Arizona Community College Consortium for Study Abroad in 1999-2000.
   - Implement the North American Business Development Program with Mohawk College of Canada in 1999-2000.
   - Develop and implement a Business Development program with Mexico in 2000-2001.
   - Explore China and Mexico student exchange programs in 1999-2000.
   - Offer expanded faculty and student visitations, exchanges, and fellowship opportunities in 1999-2000.
   - Develop a College regulation and process for travel abroad that includes risk indemnification.

7. **International Education Program Funding Model** *Lead - West Campus; (all campuses share revenues)*
An International Education Program Funding Model will be developed that is based on revenue growth in F-1 out-of-country tuition. The model will be designed to support all direct and indirect costs of the general program for international students. The model will also include an incentive funding plan for the campuses to share in revenues after meeting program costs that can be spent on designated campus projects.

   Indicators of Success:

   - International Education Program Funding Model is developed and implemented in 1999.
   - All campuses receive International Education Funding in accordance with the International Education Program Funding Model in 1999.

VII. Implementation Plan

Each campus is involved in components of International Education. The Educational Services Department have policy responsibility for coordination and leadership, as well as responsibility for resolving any conflicts related international education. The West Campus Dean of Student Development and the Division Dean of Student Support Services, provides college-wide leadership and coordination as appropriate.

Direct oversight and leadership for International Education specific initiatives will be through the designated lead campus President, and the Assistant Vice Chancellor for Educational Services as approved by the Chancellor's Cabinet.

- The Strategic Plan Phase I was approved by the Chancellor's Cabinet July, 1999.
- This plan will be incorporated as an addendum to the College's Educational Master Plan.

- The Cabinet has assigned responsibility for approved components of the Plan to individual campuses and/or a department at the District Central Office.
- Assigned lead Campuses and DCO departments with assigned responsibilities for implementing components of the plan are responsible for carrying out Phase II.
- Phase II includes developing a plan of action, collecting needed baseline data, program implementation, and continual improvement in accomplishing the strategic initiatives.
- An ad hoc, college-wide advisory committee on International Education will meet at least once a year to review the progress with respect to effectively developing the action plan and achieving the Indicators of Success. An annual report will be developed to provide feedback to the Chancellor's Cabinet.

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CCID Executive Offices
6301 Kirkwood Blvd, SW
Cedar Rapids, Iowa 52406
United States of America
(319) 398-5653 or (319) 398-1257
Fax (319) 398-1255
Email: jhalder@kirkwood.cc.ia.us